

## Sixth Grade Writing Grade Standards, Supporting Skills, and Examples

**Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Application)          | <b>6.W.1.1 Students are able to create narrative and descriptive texts of more than one paragraph.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>use specific details and examples to convey meaning (<b>for example:</b> show not tell, sensory details);</li> <li>use specific nouns and active verbs.</li> </ul>   |
| (Application)          | <b>6.W.1.2 Students are able to use an organizational pattern that includes an effective introduction, body, and conclusion.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>recognize a variety of ways to introduce a piece of writing (<b>for example:</b> dialogue, unusual fact, question);</li> <li>recognize ways to effectively conclude a piece of writing (<b>for example:</b> circular ending, thought-provoking ending).</li> </ul> |
| (Application)          | <b>6.W.1.3 Students are able to use the appropriate form of writing to address purpose and audience.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>recognize a variety of purposes for writing (<b>for example:</b> journals, poems, reader response, autobiographical writing).</li> </ul>   |

**Indicator 2: Students are able to use various strategies and techniques to improve writing quality.**

| Bloom's Taxonomy Level | Standards, Supporting Skills, and Examples  |
|------------------------|---|
| (Application)          | <b>6.W.2.1 Students are able to model a range of strategies authors use in narration and description.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>record personal ideas, observations, and experiences (<b>for example:</b> personal writing journal, portfolio);</li> <li>explore the use of dialogue to tell a story.</li> </ul>  |
| (Evaluation)           | <b>6.W.2.2 Students are able to revise writing to improve organization and support of ideas.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>improve ideas/content and organization (<b>for example:</b> add, move, delete ideas; focus on precise moment in time);</li> <li>improve sentence fluency (<b>for example:</b> vary sentence beginnings and length, use simple and compound sentences);</li> <li>use expressive, appropriate, precise words to improve voice and clarity (<b>for example:</b> figurative language—similes, idioms, alliteration, hyperbole; writer's voice);</li> <li>use feedback and peer writing groups to improve writing.</li> </ul> |

**Sixth Grade Writing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| (Application)                 | <b>6.W.3.1 Students are able to apply knowledge of standard language usage.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• use parts of speech correctly (<b>for example:</b> perfect tense verbs);</li> <li>• use subject-verb agreement accurately.</li> </ul>   |
| (Synthesis)                   | <b>6.W.3.2 Students are able to edit final copies for correctness.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• spell homonyms correctly (<b>for example:</b> their/they're/there);</li> <li>• capitalize proper nouns, names, titles, and nationalities appropriately;</li> <li>• punctuate dialogue appropriately;</li> <li>• use end punctuation for proper effect;</li> <li>• use available technology to edit (<b>for example:</b> spell check, grammar check, margins, tabs, fonts, spacing).</li> </ul> |

**Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| (Application)                 | <b>6.W.4.1 Students are able to write to clarify knowledge in a specific subject.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• use writing to paraphrase/summarize what is read/heard (<b>for example:</b> identify topic and main ideas, write an "exit slip" to summarize most important learning or most unclear concept);</li> <li>• use a variety of graphic tools to categorize and organize information (<b>for example:</b> webbing, note-taking, diagramming, Venn diagrams);</li> <li>• write to explain ideas, processes, and theories;</li> <li>• write to record observations, communicate hypotheses, and analyze information collected (<b>for example:</b> lab reports, scientific experiments).</li> </ul> |
| (Synthesis)                   | <b>6.W.4.2 Students are able to write texts, supported by references, which focus on key ideas, issues, or situations in a specific discipline.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• select sources that support personal interpretations of information (<b>for example:</b> almanacs, atlases, encyclopedias, CD-ROMs);</li> <li>• summarize and credit ideas from various sources.</li> </ul>  |

**Sixth Grade Writing  
Performance Descriptors**

|                   |   |
|-------------------|---|
| <b>Advanced</b>   | <b>Sixth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• create multi-paragraph texts in narrative and descriptive modes;</li><li>• use an organizational pattern appropriate for the specific writing purpose and audience;</li><li>• model and incorporate a range of strategies used by authors;</li><li>• revise writing to improve organization and support of ideas;</li><li>• apply knowledge of standard language usage;</li><li>• edit final copies for correctness;</li><li>• write, supported by references, to clarify knowledge across disciplines.</li></ul>   |
| <b>Proficient</b> | <b>Sixth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• create multi-paragraph texts in narrative and descriptive modes of writing;</li><li>• use an organizational pattern that includes an introduction, body, and conclusion appropriate for the specific writing purpose and audience;</li><li>• model a range of strategies authors use in narration and description;</li><li>• revise writing to improve organization and support of ideas;</li><li>• apply knowledge of standard language usage;</li><li>• edit final copies for correctness;</li><li>• write, supported by references, to clarify knowledge in a specific discipline.</li></ul> |
| <b>Basic</b>      | <b>Sixth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• create texts in narrative and descriptive modes;</li><li>• use a recognizable introduction, body, and conclusion;</li><li>• model selected strategies authors use in narration and description;</li><li>• edit writing for standard language usage;</li><li>• write to restate knowledge in a discipline, supported by one or two references.</li></ul>  |

## Sixth Grade Listening and Viewing Grade Standards, Supporting Skills, and Examples

**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Knowledge)            | <b>6.L.1.1 Students are able to describe specific strategies for listening and viewing in various situations.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>ask questions to seek clarification of ideas;</li> <li>summarize, respond to, and evaluate group activities;</li> <li>focus on the speaker;</li> <li>distinguish between intentional and unintentional non-verbal communication;</li> <li>describe and clarify the personal feelings evoked by the non-verbal communication of others.</li> </ul> |

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/ information from various auditory/visual sources.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Application)          | <b>6.L.2.1 Students are able to use specific strategies to retrieve information.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>classify visual/auditory information according to subject or topic;</li> <li>combine new information with prior knowledge for recall.</li> </ul>   |
| (Knowledge)            | <b>6.L.2.2 Students are able to describe the effect of images, text, and sound in a variety of information sources.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>recognize the reliability and authority of information;</li> <li>distinguish between fact and fiction;</li> <li>identify false and misleading information;</li> <li>investigate how layout, color, sequence, and/or sound effects influence communication.</li> </ul> |

**Sixth Grade Listening and Viewing  
Performance Descriptors**

|                   |  |
|-------------------|--|
| <b>Advanced</b>   | <b>Sixth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• apply a variety of strategies for active listening and viewing in various situations;</li><li>• evaluate the effect of images, text, and sound in a variety of information sources.</li></ul>          |
| <b>Proficient</b> | <b>Sixth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• use specific listening and viewing strategies to retrieve information in various situations;</li><li>• describe the effect of images, text, and sound in a variety of information sources.</li></ul> |
| <b>Basic</b>      | <b>Sixth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify strategies for listening and viewing in various situations;</li><li>• recognize visual/auditory information according to subject or topic.</li></ul>   |



**Sixth Grade Speaking  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| (Application)                 | <b>6.S.1.1 Students are able to select organizational patterns that narrate and describe based on audience and purpose. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• design presentations that share personal memories;</li><li>• design presentations to demonstrate skills and activities.</li></ul> |
| (Application)                 | <b>6.S.1.2. Students are able to organize presentations according to main ideas and supporting details. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• write speeches with an introduction, body, and conclusion.</li></ul>  |

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| (Analyze)                     | <b>6.S.2.1 Students are able to recognize the language and style appropriate to a speaking situation. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• use complete sentences to express thoughts;</li><li>• explore how descriptive words and phrases improve presentations;</li><li>• understand that rate, pitch, volume, and tone enhance presentation style.</li></ul> |
| (Knowledge)                   | <b>6.S.2.2 Students are able to identify presentation strategies appropriate to audience and purpose. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• use audio/visual aids in presentations.</li></ul>  |

**Sixth Grade Speaking  
Performance Descriptors**

|                   |  |
|-------------------|--|
| <b>Advanced</b>   | <b>Sixth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• design narrative and descriptive speech formats based on audience and purpose;</li><li>• organize and critique oral presentations according to main ideas and supporting details;</li><li>• choose presentation language, style, and strategies appropriate to the audience and purpose of the presentation.</li></ul>   |
| <b>Proficient</b> | <b>Sixth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• select organizational patterns for oral presentations that narrate and describe, based on audience and purpose;</li><li>• organize oral presentations according to main ideas and supporting details;</li><li>• identify presentation strategies appropriate to the audience and purpose of the presentation;</li><li>• recognize language and style appropriate to the situation.</li></ul> |
| <b>Basic</b>      | <b>Sixth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• recognize that purpose influences speech format;</li><li>• organize oral presentations according to main ideas;</li><li>• use modeled presentation strategies appropriate to the audience.</li></ul>  |



**Seventh Grade Writing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| (Synthesis)                   | <p><b>7.W.1.1 Students are able to create expository and persuasive texts of more than one paragraph.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• write texts that explain and inform (<b>for example:</b> reports, “how-to” paper, summaries);</li> <li>• write texts to persuade audience to agree with a specific idea/point of view (<b>for example:</b> editorials, letters).</li> </ul>   |
| (Synthesis)                   | <p><b>7.W.1.2 Students are able to create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• use cause/effect, comparison/contrast, and other forms of presenting ideas;</li> <li>• use a variety of details to clarify focus (<b>for example:</b> quotations, dialogue, suspense, narrative action);</li> <li>• develop word banks of transition words and phrases;</li> <li>• use transitions to improve fluency of the piece.</li> </ul> |
| (Application)                 | <p><b>7.W.1.3 Students are able to choose appropriate language and style for writing purpose and audience.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• write for peers, adults, the public, and other content areas.</li> </ul>   |

**Seventh Grade Writing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 2: Students are able to use various strategies and techniques to improve writing quality.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| (Application)                 | <b>7.W.2.1 Students are able to model a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• write about topics they know, wonder, or care about (<b>for example:</b> use anecdotes, quotations, and life experiences to create informative essays or editorials);</li><li>• develop a portfolio to demonstrate writing improvement.</li></ul>  |
| (Evaluation)                  | <b>7.W.2.2 Students are able to revise writing to improve clarity. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• improve ideas/content, organization, voice, word choice (<b>for example:</b> hook the reader, hold central idea throughout the paper);</li><li>• improve sentence fluency (<b>for example:</b> combine sentences for variety, use independent and dependent clauses);</li><li>• model authors' use of sensory details, sound devices, and concrete language (<b>for example:</b> alliteration, rhyme, metaphors);</li><li>• use feedback from others to improve writing (<b>for example:</b> peer and self revision, writing groups, teacher conference).</li></ul> |

**Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Application)          | <b>7.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and agreement.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• use parts of speech correctly;</li> <li>• create sentences with correct subject-verb and pronoun-antecedent agreement.</li> </ul>  |
| (Synthesis)            | <b>7.W.3.2. Students are able to edit final copy for correctness.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• edit for correct spelling;</li> <li>• edit for correct punctuation (<b>for example:</b> commas in direct address, introductory clauses and phrases, and in compound sentences);</li> <li>• use available technology to edit (<b>for example:</b> spell check, grammar check, columns, page orientation).</li> </ul> |

**Seventh Grade Writing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples  |
|------------------------|--|
| (Application)          | <b>7.W.4.1 Students are able to write to synthesize information from various subject areas.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• write to describe similarities between present and past cultures and literature (<b>for example:</b> compare geography and culture in novels to other geographical information, electronic databases, interviews);</li> <li>• use graphic organizers to clarify information (<b>for example:</b> Venn diagram, timelines, double-entry journals);</li> <li>• write to compare and contrast information from multiple sources (<b>for example:</b> gather career information from interviews and printed information).</li> </ul> |

**Seventh Grade Writing  
Performance Descriptors**

|                   |  |
|-------------------|--|
| <b>Advanced</b>   | <p><b>Seventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• create multi-paragraph texts in all modes of writing, with emphasis on expository and persuasive;</li><li>• model a range of strategies used by authors to develop a personal style;</li><li>• create an organizational structure appropriate to writing purpose and audience;</li><li>• synthesize information from more than one context or discipline;</li><li>• revise writing independently to improve clarity and word choice;</li><li>• apply knowledge of standard language usage;</li><li>• edit final copies for correctness.</li></ul> |
| <b>Proficient</b> | <p><b>Seventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• create multi-paragraph texts in all modes of writing, with emphasis on expository and persuasive;</li><li>• model a range of strategies used by authors;</li><li>• create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion;</li><li>• write to synthesize information from various contexts and disciplines;</li><li>• choose appropriate language and style for writing purpose</li></ul>   |

|              |  |
|--------------|--|
|              | and audience;<br><ul style="list-style-type: none"> <li>• revise writing to improve clarity and word choice;</li> <li>• apply knowledge of standard language usage;</li> <li>• edit final copies for correctness.</li> </ul>   |
| <b>Basic</b> | <b>Seventh grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• write texts in expository and persuasive modes;</li> <li>• model selected strategies used by authors;</li> <li>• create an organizational structure that includes an introduction, body, transitions, and a conclusion;</li> <li>• write to synthesize information from another context or discipline;</li> <li>• show awareness of appropriate language and style for writing purpose and audience;</li> <li>• revise writing to improve word choice;</li> <li>• apply knowledge of standard language usage;</li> <li>• edit final copies for correctness.</li> </ul> |

**Seventh Grade Listening and Viewing  
Content Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| (Application)                 | <b>7.L.1.1 Students are able to demonstrate specific strategies for listening and viewing in various situations. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• ask specific questions to seek elaboration and clarification of ideas and opinions;</li> <li>• use appropriate listening and interpersonal skills to set goals and assign responsibilities for group work;</li> <li>• describe the effect of non-verbal cues when communicating with others;</li> <li>• observe use of eye contact, posture, and gestures.</li> </ul> |

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/ information from various auditory/visual sources.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples  |
|------------------------|--|
| (Application)          | <p><b>7.L.2.1 Students are able to use specific strategies to clarify interpretation or understanding.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• use specific organizational patterns to organize information (<b>for example:</b> Venn diagrams, double column note-taking, outlining, KWL charts);</li> <li>• use questions to clarify instructions and directions.</li> </ul> |
| (Comprehension)        | <p><b>7.L.2.2 Students are able to distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of media.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• identify persuasive and propaganda techniques;</li> <li>• recognize how the presentation of information can be misleading.</li> </ul>   |

**Seventh Grade Listening and Viewing  
Performance Descriptors**

|                   |   |
|-------------------|---|
| <b>Advanced</b>   | <b>Seventh grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• apply a variety of strategies for active listening and viewing in various situations;</li><li>• evaluate the accuracy, validity and influence of presentation, images, text, and sound in a variety of information sources;</li><li>• use various strategies to clarify listener interpretation or understanding.</li></ul>   |
| <b>Proficient</b> | <b>Seventh grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• demonstrate specific strategies for listening and viewing in various situations;</li><li>• use specific strategies to clarify listener interpretation or understanding;</li><li>• distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of information sources.</li></ul> |
| <b>Basic</b>      | <b>Seventh grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• recognize that specific modeled strategies aid in listening and viewing;</li><li>• recognize strategies used to interpret or understand information;</li><li>• identify the influence of presentation, images, text, and sound in information sources.</li></ul>   |

**Seventh Grade Speaking  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

| <b>Bloom's Taxonomy Levels</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|--------------------------------|--|
| (Knowledge)                    | <b>7.S.1.1 Students are able to recognize that audience and purpose influence speech format in exposition and persuasion. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• design presentations that address problem/solution or cause/effect situations;</li> <li>• provide supporting evidence in informative and persuasive speeches.</li> </ul> |

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

| <b>Bloom's Taxonomy Levels</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|--------------------------------|--|
| (Knowledge)                    | <b>7.S.2.1 Students are able to choose language and style appropriate to purpose and topic of the presentation. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• use grammar and vocabulary appropriate to the audience and situation.</li> </ul>   |
| (Analysis)                     | <b>7.S.2.2 Students are able to choose presentation strategies to match audience and purpose. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• demonstrate how inflection, tempo, and phrasing enhance communication;</li> <li>• select images, text, and sound that create effective presentations;</li> <li>• use an overhead projector, VCR, DVD, or computer to enhance presentations.</li> </ul> |



**Seventh Grade Speaking  
Performance Descriptors**

|                   |  |
|-------------------|--|
| <b>Advanced</b>   | <b>Seventh grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• analyze audience and purpose to communicate in expository and persuasive speech formats;</li><li>• organize and communicate ideas and information in a manner to support a specific purpose;</li><li>• make creative use of language and style appropriate to the audience, purpose, and topic of the presentation.</li></ul>            |
| <b>Proficient</b> | <b>Seventh grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• recognize that audience and purpose influence expository and persuasive speech formats;</li><li>• communicate ideas and information in an organized manner to support a specific purpose;</li><li>• choose language, style, and presentation strategies appropriate to the audience, purpose, and topic of the presentation.</li></ul> |
| <b>Basic</b>      | <b>Seventh grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• follow a specific expository or persuasive speech format;</li><li>• share information in a prescribed organizational pattern to support a specific purpose;</li><li>• understand that language and style need to be appropriate to the purpose of the presentation.</li></ul>   |

**Eighth Grade Writing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| (Synthesis)                   | <b>8.W.1.1 Students are able to create narrative, descriptive, expository, and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• use details to clarify focus and enhance style;</li><li>• use anecdotes, analogies, and metaphors in writing.</li></ul>   |
| (Analysis)                    | <b>8.W.1.2 Students are able to organize text to support a specific point of view, focus, and/or purpose. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• use organizational strategies to develop texts (<b>for example:</b> problem/solution, comparison/contrast, cause/effect);</li><li>• use argumentative structure to write a letter to the editor about a local issue</li></ul> |
| (Synthesis)                   | <b>8.W.1.3 Students are able to compose technical/business texts using a style appropriate to audience and purpose. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"><li>• write texts to authentic audiences (<b>for example:</b> business letters, applications, letters of inquiry, power point, story board, graphs, charts).</li></ul>  |

## Eighth Grade Writing Grade Standards, Supporting Skills, and Examples

**Indicator 2: Students are able to use various strategies and techniques to improve writing quality.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples  |
|------------------------|--|
| (Synthesis)            | <p><b>8.W.2.1 Students are able to model authors' techniques and strategies to clearly convey meaning in all writing modes.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• model how authors bring ideas and characters to life (<b>for example:</b> specific details, dialogue, action, physical description);</li> <li>• consider the effects authors achieve through imagery and figurative language;</li> <li>• establish a clear focus in writing (<b>for example:</b> narrow the topic, use specific details for support);</li> <li>• monitor writing progress (<b>for example:</b> maintain a personal writing journal or portfolio).</li> </ul> |
| (Evaluation)           | <p><b>8.W.2.2 Students are able to revise writing to improve sentence fluency and cohesiveness.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• improve ideas/content, organization, voice, and word choice (<b>for example:</b> listen for writer's voice);</li> <li>• improve sentence fluency (<b>for example:</b> use subordinating conjunctions, appositives);</li> <li>• use sensory details, sound devices, and concrete language (<b>for example:</b> alliteration, rhyme, metaphor, personification);</li> <li>• use feedback improve writing (<b>for example:</b> peer and self-revision, writing groups, teacher conference).</li> </ul>      |

**Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Application)          | <p><b>8.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and clauses.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• use subordinating conjunctions, coordinating conjunctions, and prepositions correctly;</li> <li>• use correct agreement of verb tense with indefinite pronouns;</li> <li>• understand verb case as it affects agreement.</li> </ul> |
| (Synthesis)            | <p><b>8.W.3.2 Students are able to edit final copies for publication.</b> <i>To meet</i></p>  |

|  |   |
|--|---|
|  | <p><i>this standard students may:</i></p> <ul style="list-style-type: none"> <li>• use correct capitalization of specific and general terms (<b>for example:</b> south vs. the South);</li> <li>• use punctuation correctly to avoid creating comma splices;</li> <li>• use available technology to edit (<b>for example:</b> spell check, grammar check, find/replace).</li> </ul> |
|--|---|

**Eighth Grade Writing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| (Application)                 | <p><b>8.W.4.1 Students are able to write to transfer and apply knowledge in a subject area.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• apply information learned in one subject area to a class project (<b>for example:</b> compare historical novel about the Battle of Gettysburg with historical accounts, use astronomy knowledge to write a myth explaining some natural phenomenon).</li> </ul>   |
| (Synthesis)                   | <p><b>8.W.4.2 Students are able to synthesize information from multiple sources to create texts.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• use appropriate technical terms and notations in writing (<b>for example:</b> scientific notation, mathematical formulas, historical journals);</li> <li>• use both primary and secondary sources to enrich understanding of information;</li> <li>• support thesis or judgments with information from various sources (<b>for example:</b> Internet, newspapers, quotes from authorities).</li> </ul> |

**Eighth Grade Writing  
Performance Descriptors**

|                   |  |
|-------------------|--|
| <b>Advanced</b>   | <b>Eighth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• create texts for a variety of audiences and purposes in all modes of writing;</li><li>• determine the organizational pattern needed to support a specific point of view, focus, and purpose;</li><li>• incorporate various authors' styles into own writing style;</li><li>• write to clearly convey meaning;</li><li>• revise writing to improve sentence patterns and fluency, cohesiveness, and voice;</li><li>• apply knowledge of language conventions to revise and edit for publication;</li><li>• write to transfer learning from one context to another across the curriculum;</li><li>• evaluate and synthesize information from multiple sources to support analysis of a topic.</li></ul> |
| <b>Proficient</b> | <b>Eighth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• create multi-paragraph texts for a variety of audiences;</li><li>• organize text to support a specific point of view, focus, and purpose;</li><li>• use various authors' styles to create writing that clearly conveys meaning;</li><li>• revise writing to improve sentence fluency and cohesiveness;</li><li>• apply knowledge of language conventions to revise and edit for publication;</li><li>• write to transfer and apply knowledge in a new context;</li><li>• synthesize information from multiple sources to support analysis of a topic.</li></ul>   |
| <b>Basic</b>      | <b>Eighth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• create multi-paragraph texts in assigned formats;</li><li>• organize text to support a specific purpose;</li><li>• recognize how various authors create writing that clearly conveys meaning;</li><li>• revise writing to improve sentence fluency;</li><li>• apply knowledge of language conventions to revise and edit for publication;</li><li>• write to transfer learning from one context to another;</li><li>• synthesize information to support analysis of a topic.</li></ul>   |

**Eighth Grade Listening and Viewing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| (Analysis)                    | <b>8.L.1.1 Students are able to model specific strategies for listening and viewing in various settings. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions;</li> <li>use listening skills in group settings to share responsibility for a team project (<b>for example:</b> set goals, choose solutions, monitor progress, meet goals).</li> </ul> |

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
| (Application)                 | <b>8.L.2.1 Students are able to use various strategies to analyze and evaluate information. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>develop criteria to evaluate information;</li> <li>compare information from various sources to verify accuracy;</li> <li>check reliability and validity of media sources.</li> </ul>  |
| (Analysis)                    | <b>8.L.2.2 Students are able to analyze and describe the way meaning is represented in various media. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>compare how different information sources present the same situation or event (<b>for example:</b> newspaper, journals, television);</li> <li>describe how graphic artists, illustrators, or news photographers make meaning;</li> <li>explore how electronic media uses stated and implied meanings to influence audience interpretation.</li> </ul> |

**Eighth Grade Listening and Viewing  
Performance Descriptors**

|                   |  |
|-------------------|--|
| <b>Advanced</b>   | <b>Eighth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• model a variety of strategies for active listening and viewing in various situations;</li><li>• evaluate a variety of information for relevancy and importance;</li><li>• evaluate the way meaning is represented in various media.</li></ul> |
| <b>Proficient</b> | <b>Eighth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• model specific strategies for listening and viewing in various situations;</li><li>• use strategies to analyze and evaluate information;</li><li>• analyze and describe the way meaning is represented in various media.</li></ul>          |
| <b>Basic</b>      | <b>Eighth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• recognize specific strategies for listening and viewing in various situations;</li><li>• determine the relevance of information;</li><li>• use specific modeled strategies to derive meaning from various media.</li></ul>                       |

## Eighth Grade Speaking Grade Standards, Supporting Skills, and Examples

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples  |
|------------------------|--|
| (Application)          | <b>8.S.1.1 Students are able to choose a specific format based on audience and purpose.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>design presentations that make clear and knowledgeable judgments;</li> <li>provide detailed evidence, examples, and reasoning in presentations;</li> <li>choose format appropriate to place (<b>for example:</b> class discussion, small group activities).</li> </ul> |
| (Synthesis)            | <b>8.S.1.2. Students are able to develop clear and organized presentations.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>prepare presentations consisting of an introduction, a logically developed body, transitions, and a conclusion.</li> </ul>   |

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Application)          | <b>8.S.2.1 Students are able to use context and topic to determine vocabulary and style.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>use appropriate grammar and sentence structure in various speaking situations;</li> <li>use expressive language to enhance presentations.</li> </ul>   |
| (Synthesis)            | <b>8.S.2.2 Students are able to design presentation strategies appropriate to audience and purpose.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>use pacing, enunciation, and phrasing appropriate to formal and informal communication;</li> <li>create visual aids to emphasize key ideas;</li> <li>organize and record information for various presentations (<b>for example:</b> charts, graphs, flip charts, maps);</li> <li>use appropriate non-verbal communication skills (<b>for example:</b> eye contact, posture, gestures).</li> </ul> |



**Eighth Grade Speaking  
Performance Descriptors**

|                   |   |
|-------------------|---|
| <b>Advanced</b>   | <b>Eighth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• evaluate and choose speech formats appropriate to audience and purpose;</li><li>• produce clear, focused and organized oral presentations based on audience needs and the intended purpose of the presentation;</li><li>• analyze context and topic to select vocabulary and style for presentations;</li><li>• design and critique presentation strategies appropriate to the audience and purpose.</li></ul> |
| <b>Proficient</b> | <b>Eighth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• choose a specific format based on audience and purpose;</li><li>• develop clear and organized oral presentations that focus on a specific purpose and audience;</li><li>• use the context and topic to determine vocabulary and style for presentations;</li><li>• design presentation strategies appropriate to the audience and purpose.</li></ul>   |
| <b>Basic</b>      | <b>Eighth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify a specific format based on audience and purpose;</li><li>• use prescribed organizational patterns that focus on a specific purpose and audience;</li><li>• recognize that context and topic determine vocabulary and style for presentations;</li><li>• follow modeled presentation strategies appropriate to purpose.</li></ul>   |

**Writing Standards  
6-8**

**Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.**

| <b>Sixth Grade</b>   | <b>Seventh Grade</b>  | <b>Eighth Grade</b>   |
|--|---|---|
| 6.W.1.1 (Application) Create narrative and descriptive texts of more than one paragraph.                           | 7.W.1.1 (Synthesis) Create expository and persuasive texts of more than one paragraph.  | 8.W.1.1 (Synthesis) Create narrative, descriptive, expository, and persuasive texts of more than one paragraph. |
| 6.W.1.2 (Application) Use an organizational pattern that includes an effective introduction, body, and conclusion. | 7.W.1.2 (Synthesis) Create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion. | 8.W.1.2 (Analysis) Organize text to support a specific point of view, focus, and/or purpose.                    |
| 6.W.1.3 (Application) Use the appropriate form of writing to address purpose and audience.                         | 7.W.1.3 (Application) Choose appropriate language and style for writing purpose and audience.   | 8.W.1.3 (Synthesis) Compose technical/business texts using a style appropriate to audience and purpose.         |

**Indicator 2: Students are able to use various strategies and techniques to improve writing quality.**

| <b>Sixth Grade</b>  | <b>Seventh Grade</b>  | <b>Eighth Grade</b>  |
|---|---|--|
| 6.W.2.1 (Application) Model a range of strategies authors use in narration and description. | 7.W.2.1 (Application) Model a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion. | 8.W.2.1 (Synthesis) Model authors' techniques and strategies to clearly convey meaning in all writing modes. |
| 6.W.2.2 (Evaluation) Revise writing to improve organization and support of ideas.           | 7.W.2.2 (Evaluation) Revise writing to improve clarity.   | 8.W.2.2 (Evaluation) Revise writing to improve sentence fluency and cohesiveness.                            |

**Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.**

| <b>Sixth Grade</b>  | <b>Seventh Grade</b>   | <b>Eighth Grade</b>  |
|---|--|--|
| 6.W.3.1 (Application) Apply knowledge of standard language usage. | 7.W.3.1 (Application) Apply knowledge of standard language usage, including phrases and agreement. | 8.W.3.1 (Application) Apply knowledge of standard language usage, including phrases and clauses. |
| 6.W.3.2 (Synthesis) Edit final copies for correctness.            | 7.W.3.2 (Synthesis) Edit final copy for correctness.   | 8.W.3.2 (Synthesis) Edit final copies for publication.   |

**Writing Standards  
6-8**

**Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.**

| <b>Sixth Grade</b>  | <b>Seventh Grade</b>  | <b>Eighth Grade</b>   |
|---|---|---|
| 6.W.4.1 (Application) Write to clarify knowledge in a specific subject.   | 7.W.4.1 (Application) Write to synthesize information from various subject areas. | 8.W.4.1 (Application) Write to transfer and apply knowledge in a subject area.    |
| 6.W.4.2 (Synthesis) Write texts, supported by references, which focus on key ideas, issues, or situations in a specific discipline. |   | 8.W.4.2 (Synthesis) Synthesize information from multiple sources to create texts. |

**Listening and Viewing Standards  
6-8**

**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

| <b>Sixth Grade</b>   | <b>Seventh Grade</b>  | <b>Eighth Grade</b>   |
|--|---|---|
| 6.L.1.1 (Knowledge)<br>Describe specific strategies for listening and viewing in various situations. | 7.L.1.1 (Application)<br>Demonstrate specific strategies for listening and viewing in various situations. | 8.L.1.1 (Analysis) Model specific strategies for listening and viewing in various settings. |

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.**

| <b>Sixth Grade</b>  | <b>Seventh Grade</b>  | <b>Eighth Grade</b>  |
|---|---|--|
| 6.L.2.1 (Application) Use specific strategies to retrieve information.                                  | 7.L.2.1 (Application) Use specific strategies to clarify interpretation or understanding.   | 8.L.2.1 (Application) Use various strategies to analyze and evaluate information.        |
| 6.L.2.2 (Knowledge) Describe the effect of images, text, and sound in a variety of information sources. | 7.L.2.2 (Comprehension) Distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of media. | 8.L.2.2 (Analysis) Analyze and describe the way meaning is represented in various media. |

### Speaking Standards 6-8

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

| Sixth Grade   | Seventh Grade   | Eighth Grade  |
|---|---|---|
| 6.S.1.1 (Application) Select organizational patterns that narrate and describe based on audience and purpose. | 7.S.1.1 (Knowledge) Recognize that audience and purpose influence speech format in exposition and persuasion. | 8.S.1.1 (Application) Choose a specific format based on audience and purpose. |
| 6.S.1.2 (Application) Organize presentations according to main ideas and supporting details.                  |   | 8.S.1.2 (Synthesis) Develop clear and organized presentation.                 |

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

| Sixth Grade   | Seventh Grade   | Eighth Grade   |
|---|---|--|
| 6.S.2.1 (Analyze) Recognize the language and style appropriate to a speaking situation. | 7.S.2.1 (Knowledge) Choose language and style appropriate to purpose and topic of the presentation. | 8.S.2.1 (Application) Use context and topic to determine vocabulary and style. |

|   |  |   |
|---|--|---|
| 6.S.2.2 (Knowledge) Identify presentation strategies appropriate to audience and purpose. | 7.S.2.2 (Analysis) Choose presentation strategies to match audience and purpose. | 8.S.2.2 (Synthesis) Design presentation strategies appropriate to audience and purpose. |
|---|--|---|